



## RONALD E MCNAIR MIDDLE

P O Box 1209

Lake City, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	374 Students	
<b>Principal</b>	Margie Myers	843-374-8651
<b>Superintendent</b>	Beth M. Wright	843-374-8652
<b>Board Chair</b>	Mr. Richard Cook	843-394-8043

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

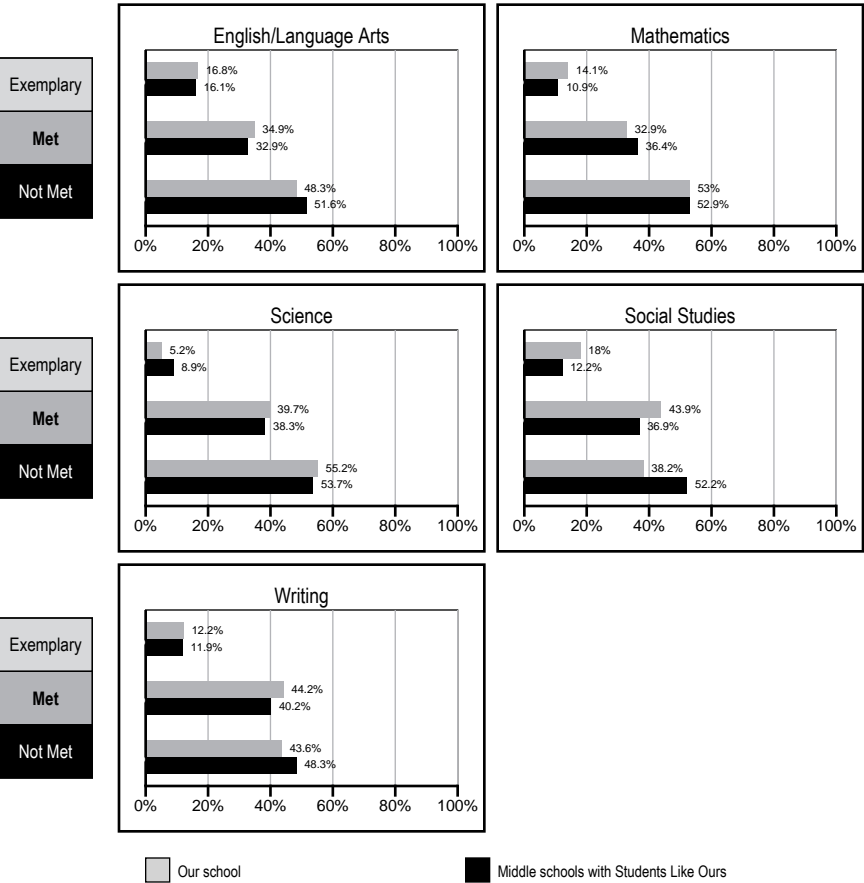
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	29	23

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	88.9%
English 1	100.0%	90.1%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	88.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=374)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	33.3%	Up from 15.6%	13.9%	24.2%
Retention rate	1.6%	Down from 3.6%	1.1%	0.7%
Attendance rate	95.4%	Up from 93.9%	95.4%	95.9%
Eligible for gifted and talented	5.7%	Down from 7.2%	5.2%	16.4%
With disabilities other than speech	21.5%	Up from 20.0%	14.8%	12.0%
Older than usual for grade	7.0%	Up from 5.9%	5.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.5%
Annual dropout rate	0.8%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	48.1%	Down from 53.3%	57.6%	58.5%
Continuing contract teachers	51.9%	Up from 40.0%	66.0%	80.0%
Teachers with emergency or provisional certificates	5.3%	Down from 22.7%	11.9%	4.0%
Teachers returning from previous year	60.0%	Up from 58.3%	77.4%	84.6%
Teacher attendance rate	96.5%	Down from 98.2%	95.5%	95.4%
Average teacher salary*	\$41,485	Up 0.6%	\$44,768	\$46,561
Professional development days/teacher	10.8 days	Down from 12.5 days	10.6 days	10.2 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 19.6 to 1	16.9 to 1	21.1 to 1
Prime instructional time	90.5%	Down from 90.9%	89.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	86.9%	Up from 81.7%	97.1%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$9,099	Down 3.1%	\$10,543	\$7,802
Percent of expenditures for instruction**	51.6%	Down from 60.6%	60.2%	63.8%
Percent of expenditures for teacher salaries**	47.9%	Down from 48.2%	55.8%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Ronald E. McNair Middle School's motto, "Ronald E. McNair students are respectful, responsible, trustworthy, and college-bound," helped to drive the 2009-2010 school year. Ronald E. McNair Middle School's commitment to academic excellence and to the education of the whole student is reflected in the words of this axiom. The school's motto reflects the expectations and the vision of all who are involved in the daily operations of Ronald E. McNair Middle School. REMMS initiated a character education program in order to develop exemplary citizens within the community. Character education classes and a behavior incentive system contributed to the success of this program.

The primary focus of Ronald E. McNair Middle School was academic rigor. The school continued to offer numerous high school courses – English I, Algebra I, and Computer Applications—as well as advanced English and math classes. Ronald E. McNair Middle School used a challenging district-based curriculum for Talented and Gifted students. Additionally, the History Club, Matheletes, and the SAT Vocabulary Challenge were all implemented in order to create a school-wide focus on rigor. Great attention was devoted to the school-wide reading program. Florence School District 3 recognized Ronald E. McNair Middle School students for the number of books read and tests passed during the academic year. Students enjoyed field trips – to the bowling alley and to the movies—because of the gains they made in reading. The Early-Bird Computer Lab was opened this year, offering students additional support in research and in PASS-like testing activities.

Professional development continued through the school's Teacher Advancement Program (TAP), with instructional strategies for single-gender classrooms serving as a focus for the weekly cluster sessions. Ten faculty members from REMMS presented at South Carolina's Fourth Annual Teacher-to-Teacher Conference. Three faculty members attended the national conference of the National Association for Single-Sex Public Education (NAPPSE) held in Atlanta. In addition to single-gender professional development, faculty members participated in TAP professional development. Two teachers attended the National Teacher Advancement Conference held in Washington, D. C.; furthermore, all master teachers attended two state-level workshops addressing instructional strategies and TAP.

As the school prepares for the next year, Ronald E. McNair Middle School will continue to strive for academic excellence and to focus on building productive citizens for our community, our state, and our nation.

Margie B. Myers, Principal

Angelyne Davis, Chairman, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	94	62
Percent satisfied with learning environment	100.0%	89.4%	90.2%
Percent satisfied with social and physical environment	100.0%	89.4%	84.7%
Percent satisfied with school-home relations	69.0%	93.6%	95.1%

\* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress NO

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	369	97	47.2	35.9	16.9	66.8	72.3	83.5	Yes	Yes
<b>Gender</b>										
Male	194	95.4	55.1	30.7	14.2	59.7	65.5	80.1	N/A	N/A
Female	175	98.9	38.5	41.6	19.9	74.5	79.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	81	96.3	33.3	37.5	29.2	76.4	85.6	89.6	Yes	Yes
African American	264	97	53.3	34.8	11.9	62.7	66.1	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	22	100	21.1	47.4	31.6	78.9	73.3	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	78	89.7	75.8	21	3.2	29	44.1	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	22	100	21.1	42.1	36.8	78.9	74.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	340	96.8	48.2	36.2	15.5	65.7	70	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	369	97	53.4	35	11.6	65	70	80.4	Yes	Yes
<b>Gender</b>										
Male	194	95.4	56.8	33	10.2	59.1	63.1	78.4	N/A	N/A
Female	175	98.9	49.7	37.3	13	71.4	77.1	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	81	96.3	40.3	37.5	22.2	72.2	80.3	87.8	Yes	Yes
African American	264	97	59	34	7	61.5	65.3	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	22	100	36.8	31.6	31.6	78.9	68.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	78	89.7	N/A	N/A	N/A	22.6	40.8	46.1	No	No
<b>Migrant Status</b>										
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	22	100	36.8	36.8	26.3	78.9	70.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	340	96.8	55	34.6	10.4	64.4	68.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	239	100	52.5	41.3	6.3	47.5	46.6	67.3
Gender								
Male	128	100	57	38	5	43	43.8	66.9
Female	111	100	47.1	45.1	7.8	52.9	49.6	67.7
Racial/Ethnic Group								
White	51	100	30.4	56.5	13	69.6	63.7	79.6
African American	173	100	59.4	35.8	4.8	40.6	39.4	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	14	100	N/A	N/A	N/A	54.5	41	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	45	100	71.8	23.1	5.1	28.2	25.8	33.8
Migrant Status								
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	14	100	N/A	N/A	N/A	54.5	42.9	58.6
Socio-Economic Status								
Subsidized meals	219	100	55.4	39.2	5.4	44.6	43.2	55.4

Social Studies

All Students	238	100	36.2	45.1	18.8	63.8	58.1	70.9
Gender								
Male	114	100	39.8	38	22.2	60.2	55	70.1
Female	124	100	32.8	51.7	15.5	67.2	61.1	71.7
Racial/Ethnic Group								
White	49	100	37	30.4	32.6	63	73.4	79.2
African American	174	100	37.6	46.7	15.8	62.4	51	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	14	100	16.7	75	8.3	83.3	60	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	48	100	71.4	21.4	7.1	28.6	35.5	39.3
Migrant Status								
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	13	100	18.2	72.7	9.1	81.8	65.7	68
Socio-Economic Status								
Subsidized meals	225	100	36.8	44.8	18.4	63.2	55.4	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	368	97.8	42.7	45	12.4	57.3	55.3	72.1	95.4	96.1
Gender										
Male	193	96.4	53	39.9	7.1	47	44	65.2	94.9	96
Female	175	99.4	31.1	50.6	18.3	68.9	66.7	79.2	96	96.2
Racial/Ethnic Group										
White	85	98.8	33.3	46.2	20.5	66.7	70.5	80.8	93.7	94.5
African American	259	97.3	46.4	43.5	10.1	53.6	48.3	59.7	96	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	99.4	97
Hispanic	22	100	36.8	52.6	10.5	63.2	50.9	64.6	95.5	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	85.6	85.6
Disability Status										
Disabled	75	89.3	N/AV	N/AV	N/AV	15.6	17	27.7	94.3	95.3
Migrant Status										
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	63.5	93.3	90.9
English Proficiency										
Limited English Proficient	22	100	36.8	57.9	5.3	63.2	54.9	63.7	95.5	96.6
Socio-Economic Status										
Subsidized meals	339	97.9	44.2	44.8	11	55.8	52.1	61.9	95.4	96.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	127	100	50.9	37.9	11.2	49.1
	7	125	98.4	40.7	34.5	24.8	59.3
	8	132	98.5	53.7	29.8	16.5	46.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	134	99.3	37.5	39.1	23.4	62.5
	7	123	95.9	48.6	41.3	10.1	51.4
	8	112	95.5	58	26	16	42
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	127	100	50.9	42.2	6.9	49.1
	7	125	98.4	35.4	52.2	12.4	64.6
	8	132	97.7	57.5	30	12.5	42.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	134	99.3	56.3	26.6	17.2	43.8
	7	123	95.9	54.1	44	1.8	45.9
	8	112	95.5	49	36	15	51
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	64	98.4	56.1	36.8	7	43.9
	7	124	98.4	40.2	52.7	7.1	59.8
	8	63	100	59	29.5	11.5	41
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	67	100	56.3	39.1	4.7	43.8
	7	118	100	52.3	42.2	5.5	47.7
	8	54	100	48	42	10	52

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	64	98.4	34.5	56.9	8.6	65.5
	7	124	98.4	43.8	34.8	21.4	56.3
	8	66	100	53.3	33.3	13.3	46.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	67	100	23.1	56.9	20	76.9
	7	118	100	38.5	46.8	14.7	61.5
	8	53	100	48	26	26	52
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	127	96.9	51.3	40.9	7.8	48.7
	7	126	96	44.2	40.7	15	55.8
	8	132	94.7	62.7	28.8	8.5	37.3
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	135	99.3	41.9	45.7	12.4	58.1
	7	124	97.6	44	42.2	13.8	56
	8	109	96.3	42.2	47.1	10.8	57.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample